# Year 1 Yearly Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Naughty Bus	I Want my Hat Back	Beegu	Dinosaurs and all that	Lost and Found	Iggy Peck, Architect
U				Rubbish		
	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)		Prior Learning (EYFS)	Prior Learning (EYFS)
	Write simple sentences	Write simple sentences	Write simple sentences	Prior Learning (EYFS)	Write simple sentences	Write simple sentences
	which can be read by	which can be read by	which can be read by	Write simple sentences	which can be read by	which can be read by
	themselves and others.	themselves and others.	themselves and others.	which can be read by	themselves and others.	themselves and others.
	(ELG)	(ELG)	(ELG)	themselves and others.	(ELG)	(ELG)
				(ELG)		
	<u>Knowledge</u>	Knowledge	<u>Knowledge</u>		<u>Knowledge</u>	Knowledge
	Children will learn about	Children will know what	Children will know what it	<u>Knowledge</u>	Children will know the	Children will know what
	buses; what they are for	role play is and how it	means to be lost, and will	Children will explore the	features of writing a	an architect is and will
	and where you might find	can help us to explore	be able to explore related	themes of dreams and	sequence of instructions	explore some famous
	one, especially red ones.	characters in greater	feelings. They will know	desires and how to keep	using consistent tense.	buildings. Children will
	They will be able to use	depth. They will know	how to write a character	the earth a nice place to	They will understand	know what a fact file is
	their imagination to	how to create a short	description, and will	call home. Children will	what a detailed diagrams	and will be able to
	imagine alternative	dialogue between two	understand what	know how to write in a	include.	compose sentences
	scenarios where the bus	characters and will	imperative verbs are and	variety of styles, including		accurate in basic
	gets up to no good, thus	know how to write	how to use them in	reports, setting	<u>Skills</u>	punctuation, spelling and
	beginning to explore some	some advice to the	commands.	descriptions, letters and	Children will learn how to	content.
	creative writing.	main character.		instructions.	create a noun phrase to	
		Children will know	<u>Skills</u>		describe a character and	<u>Skills</u>
	<u>Skills</u>	some emotions and will	Children will use a range of	<u>Skills</u>	to identify verbs and	Children will develop
	Children will learn how to	recognise that colours	adjectives to describe and	Children will learn to use	adverbs. They will also	reading skills of
	combine words to make	can sometimes be used	will also learn to write	some basic suffixes (-ing, -	learn how to write a non-	prediction.They will use
	sentences. They will	to represent different	commands. They will	ed, -er) and how to join	chronological report.	finger spaces, accurate
	sequence sentences to	emotions – such as red	continue to explore the use	words to make sentences.		punctuation and basic
	form short narratives and	for anger.	of a variety of suffixes as	They will continue to	Key Vocabulary (new	conjunctions.
	will practise using finger		well as basic punctuation,	explore using the	<u>vocab in bold)</u>	
	spaces. Children will be	<u>Skills</u>	finger spaces and	conjunction 'and'. Children	Penguin, friendship, South	<u>Key Vocabulary (new</u>
	introduced to the concepts	Children will learn to	expanded noun phrases.	will sequence sentences to	Pole, noun phrase, <b>non-</b>	<u>vocab in bold)</u>
	of capital letters, full stops	make predictions and		form short narratives and	chronolical report, verbs,	Thought bubble,
	and adjectives.	will be able to describe	<u>Key Vocabulary (new</u>	will continue to explore	adverbs	building, architect,
		a character's feelings	<u>vocab in bold)</u>	basic punctuation.		feature, window, door,

Key Vocabulary (new	through role play.	Alien, lost, friendship, help,		Future Learning (Y2)	roof, shape, material,
<u>vocab in bold)</u>	Children will learn to	Imperative verb, expanded	<u>Key Vocabulary (new</u>		build, dome, spire,
Bus, buses, red, naugh		noun phrase, suffix, capital	<u>vocab in bold)</u>	Pig the Pug	turret, pillar, corner,
London, sentence,	the characters feel	letter, full stop, question	Dinosaurs, rubbish,	Prior Learning (EYFS)	truss, post, strut, beam,
conjunction, and, finge	er using clues from the	mark, exclamation mark,	pollution, environment,	Write simple sentences	apostrophe, owned by,
spaces, capital letters,		finger spaces,	dream, desire, clean,	which can be read by	shortened, capital letter,
stops, question marks	their own knowledge of		considerate, description,	themselves and others.	full stop, question mark,
exclamation marks,	similar situations. They	Future Learning (Y2)	conjunction, and, or, but,	(ELG)	exclamation mark, fact, I,
	will continue to explore	Children will become	if, when, that, because,		preposition, speech
Future Learning (Y2)	making sentences,	confident at recognising a	finger spaces, sentence,	<u>Knowledge</u>	bubble, first person,
Children will build on t	heir including the use of	statement, question,	apostrophe, suffix	Children will know about	
knowledge of basic	basic conjunctions and	statement, exclamation or		dogs and will explore	Future Learning (Y2)
punctuation to include	punctuation.	command. They will	Future Learning (Y2)	character motives and	Children will learn to use
commas in a list and		further develop their	Children will build on their	feelings. They will be able	the present and past
apostrophes for singul	ar <u>Key Vocabulary (new</u>	knowledge of expanded	knowledge of suffixes and	to use their knowledge of	tense consistently
possession. They will a	lso vocab in bold)	noun phrases, and will	will learn to use	the book to write their	including some use of
be confident at recogn	ising Bear, rabbit, animal,	become confident in using	subordinating and	own version of the story.	progressive forms. They
statements, questions,	hat, angry, sad, jealous,	suffixes to turn adjectives	coordinating conjunctions	Children will know how to	will continue to develop
exclamations or	red, where, missing,	into adverbs.	with confidence. They will	'research' a selected	the accuracy of their use
commands.	sentence, finger space,		also expand on their	animal and will write a	of punctuation and will
	and, capital letter, I,	The Odd Egg	knowledge of basic	'How to be a' guide.	use adjectives, adverbs
	name, question mark,		punctuation to include	<u>Skills</u>	and various suffixes more
Astro Girl	exclamation mark,	Prior Learning (EYFS)	commas in a list and	Children will use finger	confidently.
	speech bubble, letter,	Write simple sentences	apostrophes.	spaces and join words and	
Prior Learning (EYFS)	list,	which can be read by		clauses using a number of	
Write simple sentence	5	themselves and others.	Yeti and the Bird	coordinating	Julian is a Mermaid
which can be read by	Future Learning (Y2)	(ELG)		conjunctions. They will	
themselves and others	. Children will build on		Prior Learning (EYFS)	continue to use basic	Prior Learning (EYFS)
(ELG)	their knowledge of role	<u>Knowledge</u>	Write simple sentences	punctuation and form	Write simple sentences
	play to explore	Children will know what	which can be read by	sentences using their	which can be read by
Knowledge	characters in greater	eggs are and that some	themselves and others.	phonic knowledge to spell	themselves and others.
Children will learn the	depth. They will	animals lay them. They will	(ELG)	words with reasonable	(ELG)
difference between fic	tion continue to use basic	know how to identify some		accuracy.	
and non-fiction texts.	hey punctuation and will	emotions in a character	<u>Knowledge</u>		<u>Knowledge</u>
will learn some of the	expand on this	and use these to explore	Children will know what	Key Vocabulary (new	Children will learn about
features of a non-fiction	n knowledge to include	the story in greater depth.	friendship is and will be	vocab in bold)	dreams and wishes.

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text including a contents	commas and	Children will know what a	able to identify	Dog, breed, pug, selfish,	They will know what
page, headings etc and use	apostrophes.	thought bubble and a	characteristics of it in the	greedy, adjective, but,	verbs are and will be able
these to identify a non-		speech bubble are and will	story. Children will know	and, prefix -un, rhyme,	to use these to form
fiction text. They will also	Billy and the Beast	use their writing skills to	that the present tense is	poem, cat, parrot, rabbit,	instructions for being a
learn some simple facts		write the thoughts and	something that is	story mountain, proper	mermaid. Children will
about space to use in their	Prior Learning (EYFS)	words of characters. They	happening right now and	noun, owner, expanded	know how to predict,
own non-fiction book.	Write simple sentences	will know what adjectives	that past tense is	noun phrase, could,	write in role and sort
	which can be read by	are and will begin to use	something that happened	should, verb,	inferential statements.
<u>Skills</u>	themselves and others.	them to describe feelings.	already. They will explore		They will learn some
Children will learn to make	(ELG)	They will know how to	the suffixes used to	Future Learning (Y2)	features of a poem and
predictions and will learn		write a short simple diary	express each tense and will	Children will build on	will use these to write
how to use capital letters,	<u>Knowledge</u>	entry from the perspective	use these in their writing.	their knowledge of	their own, based on the
full stops, question marks	Children will know how	of the main character and	Children will know how to	rhyming to create their	idea of movement, being
and exclamation marks to	to write their own	will use their knowledge of	write a character	own poetry. They will	who you want to be and
demarcate sentences.	recipe inspired by a	feelings to create this.	description and will know	also continue to develop	using verbs in their
	known story. They will		how to give a reason for	the accuracy of their use	infinitive and progressive
Key Vocabulary (new	know the features of a	<u>Skills</u>	how a character behaves.	of punctuation and will	forms.
<u>vocab in bold)</u>	recipe.	Children will learn to		use adjectives, adverbs	
Astronaut, space, planets,		identify different eggs,	<u>Skills</u>	and various suffixes more	<u>Skills</u>
fiction, non-fiction,	<u>Skills</u>	exploring size, shape and	Children will continue to	confidently.	Children will write in full
contents page, headings,	Children will learn to	patterns, and will learn to	apply their knowledge of		sentences including
glossary	use regular plural noun	make predictions as to	making sentences and		conjunctions and basic
	suffixes (-s, -es). They	what animal the egg might	using basic punctuation.		punctuation. They will
Future Learning (Y2)	will learn how to	belong to. Children will	They will build on this		be able to write
	combine words to form	learn how to 'freeze frame'	knowledge and begin to		commands as well as
Future learning (Yr2)	sentences and will	and using their knowledge	explore possessive		make accurate
Children will present facts	continue to explore	of the characters, will be	apostrophes. Children		predictions. They will
about different	using the conjuction	able to express a	will learn to use the		begin to make inferences
endangered animals in a	'and'. They will also	character's possible	conjunction 'because' and		based on what is being
non-chronological order.	continue to practise	thoughts in a given	will also explore expanded		said and done,
	using finger spaces and	moment.	noun phrases. They will		
	basic punctuation as		learn to use adverbs to		Key Vocabulary (new
	well as using capital	<u>Key Vocabulary (new</u>	sequence and add		vocab in bold)
	letters for names and	vocab in bold)	cohesion.		Imagination, mermaid,
	the personal pronoun	Egg, bird, baby, sad,			daydream, wish, verb,
	ʻl'.	excited, happy, worried,	Key Vocabulary (new		swirl, swim, float, swish,

			feeling, sentence, finger	vocab in bold)		flip, turn, swoosh,
		Key Vocabulary (new	space, adjective,	Yeti, bird, travel, friend,		movement, poem,
		vocab in bold)	conjunction, thought	lost, apostrophe, belong,		predict, capital letter, full
		Beast, animals, feast,	bubble, speech bubble, full	character, describe,		stop, pride, costume,
		recipe, advice, story,	stop, capital letter,	adverb, sequence,		question, command,
		suffix, plural, sentence,	question mark,	adjective, noun phrase,		present tense, comma,
		conjunction, and, finger	exclamation mark, proper	suffix, apostrophe, capital		list, suffix -ing,
		spaces, full stop, capital	noun, name, l,	letter, full stop, question		
		letter, proper noun, I,		mark, exclamation mark,		Future Learning (Y2)
		name, question mark,	Future Learning (Y2)	finger spaces.		Children will continue to
		exclamation mark,	Children will build on their	<u> </u>		develop their knowledge
			knowledge of suffixes and	Future Learning (Y2)		of different types of
		Future Learning (Y2)	will learn to use	Children will learn to use		poetry and performance.
		Children will build on	subordinating and	the present and past tense		They will also continue to
		their knowledge of	coordinating conjunctions	consistently including		develop the accuracy of
		suffixes and will learn to	with confidence. They will	some use of progressive		their use of punctuation
		use subordinating and	also expand on their	forms. They will continue		and will use adjectives,
		coordinating	knowledge of basic	to develop the accuracy of		adverbs and various
		conjunctions with	punctuation to include	their use of punctuation		suffixes more confidently.
		confidence. They will	commas in a list and	and will use adjectives,		
		also expand on their	apostrophes. Children will	adverbs and various		
		knowledge of basic	also continue to develop	suffixes more confidently.		
		punctuation to include	their knowledge and use of			
		commas in a list and	adjectives.			
		apostrophes.				
		Number Addition 0			Number Multiplication O	Coomotmu Docition and
Maths	Number: Place Value	Number: Addition &	Number: Place Value	Number: Place Value	Number: Multiplication &	Geometry: Position and
	(within 10)	Subtraction (within 10) Cont'd	(within 20)	(within 50)	Division	Direction
		Cont d				
	<u>Prior Learning (EYFS)</u> Children have learnt to	Drior Loorning (EVES)	Prior Learning (EYFS) Children have learnt to	Prior Learning (EYFS) Children have learnt to	Prior Learning (EYFS) Children have learned to	Prior Learning (EYFS) Children have used
	count numbers from 1-20,	Prior Learning (EYFS) Children have learned	count numbers from 1-20,	count numbers from 1-20,		
	· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	add and subtract, using	everyday language to talk
	and to place them in order, saying which number is	to add and subtract,	and to place them in order,	and to place them in order,	quantities and objects, 2	about size, weight,
		using quantities and	saying which number is	saying which number is	single-digit numbers, and	capacity, position,
	one more or one less than	objects, 2 single-digit	one more or one less than	one more or one less than	to count on or back to	distance, time and
	a given number (ELG)	numbers, and to count	a given number (ELG)	a given number (ELG)	find the answer (ELG)	money to compare

	on or back to find the			They have also learnt to	quantities and objects
Children will learn to sort	answer (ELG)	Children will build on their	Children will begin this unit	solve problems, including	and to solve problems
objects in a variety of ways		existing knowledge of	by learning to count	doubling, halving and	(ELG)
and then to count objects	Children will be	counting forwards and	forwards and backwards	sharing (ELG).	
up to ten accurately, using	introduced to the part-	backwards by introducing	within 50 and numbers 21-		Children will use
1-1 correspondence,	whole model and the	the numbers 11-20. They	50 will be explored in	Children will continue to	appropriate language
understanding that the last	concept that a number	will explore the suffix	greater depth. They will	practise counting in 2s	(see key vocab) to
number they count is the	can be partitioned into	'teen' and what this tells us	learn about grouping in	and 5s up to 50. They will	describe turns made by
total amount. They will	two or more parts.	about a number. Children	tens and their	apply previous learning of	shapes/objects. They
learn what zero looks like.	They will also be	will also learn to write	understanding of 1 ten	one more and one less to	will also explore the key
Children will learn to	introduced to	numbers to 20 in numerals	being equal to 10 ones is	counting forwards and	concepts of position and
represent quantities with	mathematical symbols	and words. They will be	reinforced. Children's	backwards in 2s and will	direction.
objects or pictures, and will	(add, subtract and	introduced to the concept	knowledge of partitioning	also learn to spot and	
develop their ability to	equal to). Children will	of tens and ones and will	will be built upon and they	discuss the patterns that	Key Vocabulary (new
continue a number	explore in depth	explore counting one more	will explore partitioning	occur when counting in 5s	<u>vocab in bold)</u>
sequence, counting	number bonds within	and one less from a given	numbers up to 50 in	and 10s. Children will	Full, half, quarter, three
forwards and backwards	ten. They will learn to	number up to 20. They will	greater depth. Children	explore the concept of	quarter, turn, facing,
from a given number up to	add and subtract, find a	compare and order groups	will use their knowledge of	counting equal groups	whole, left, right,
ten. They will be able to	part, find the difference	of objects and numbers.	one more and one less to	and then using equal	forwards, backwards,
find consecutive and non-	and explore fact		larger numbers. They will	groups of 2s, 5s or 10s to	top, in between, bottom,
consecutive missing	families. They will also	<u>Key Vocabulary (new</u>	also compare objects and	find a total within 50.	above, below,
numbers in sequences.	be exposed to the	<u>vocab in bold)</u>	numbers and place	Children will begin to	
They will explore the	symbols < and > and =.	Count, 'teen', how many,	numbers in order. Finally,	make arrays by making	Future Learning (Y2)
concepts of one more, one		same, different, tens, ones,	children will build on their	equal groups and building	Children will use
less, greater than, fewer	<u>Key Vocabulary (new</u>	one more, one less, digit,	previous knowledge of	them up in columns or	mathematical vocabulary
and equal to.	<u>vocab in bold)</u>	most, least, compare, zero,	counting in multiples of 2s	rows. They will then	to describe position,
	part, whole, total, add,	largest, greatest, smallest,	and 5s, this time going up	explore doubling with	direction and movement.
Key Vocabulary (new	equals, number	symbol, amount	to 50.	numbers up to 20. Finally,	
<u>vocab in bold)</u>	sentence, same,			children will explore	
Sort, group, count,	different, partition,	<u>Future Learning (Y2)</u>	<u>Key Vocabulary (new</u>	making equal groups from	Number: Place Value (to
compare, one more, one	number bond,	Partition two-digit	<u>vocab in bold)</u>	a given total and	100)
less, greater than, fewer,	systematic, compare,	numbers into different	Grouping, count forwards,	recording their	
equal to	largest, smallest, ten	combinations of tens and	count back, tens, ones,	understanding in	Prior Learning (EYFS)
	frame, count on, take	ones using apparatus if	digit, say, write, represent,	sentences, before moving	Children have learnt to
Future Learning (Y2)	away, how many left	needed.	partition, one more, one	on to the concept of	count numbers from 1-
	Future Learning (Y2)		less, after, before,	sharing equally.	20, and to place them in

	Desell all source and an increase				and an active such tak
Children will recognise the	Recall all number bonds		compare, more than, less		order, saying which
place value of each digit in	to and within 10 and	Number: Addition &	than, equal to, largest,	Key Vocabulary (new	number is one more or
a two-digit number (tens,	use these to reason	Subtraction (within 20)	smallest,	vocab in bold)	one less than a given
ones)	with and calculate			Two more, two less,	number (ELG)
	bonds to and within 20,	Prior Learning (EYFS)	Future Learning (Y2)	counting forwards,	
	recognising other	Children have learned to	Children will build upon	counting backwards,	Children will build on
Number: Addition &	associated additive	add and subtract, using	this knowledge when they	pairs, patterns, groups,	their previous learning of
Subtraction (within 10)	relationships. They will	quantities and objects, 2	continue exploring	hundred square, equal	numbers to 50. They will
	also recall and use	single-digit numbers, and	numbers up to 100.	groups, how many, same,	continue grouping in 10s
Prior Learning (EYFS)	addition and	to count on or back to find		different, arrays, columns,	to make counting more
Children have learned to	subtraction facts to 20	the answer (ELG)		rows, difference, doubles,	efficient. Children will be
add and subtract, using	fluently, and derive and		Measurement: Length and	total, share equally	introduced to the
quantities and objects, 2	use related facts up to	Children will explore	Height		hundred square and will
single-digit numbers, and	100.	adding by counting on and		Future Learning (Y2)	use it to count forwards
to count on or back to find		how it is more efficient to	Prior Learning (EYFS)	Children will solve	and backwards within
the answer (ELG)		start from the largest	Children have used	problems involving	100. Children will
	Geometry: Shape	number. They will use	everyday language to talk	multiplication and	continue to explore
Children will be introduced		their knowledge of number	about size, weight,	division, using concrete	partitioning and
to the part-whole model	Prior Learning (EYFS)	bonds to ten to help them	capacity, position,	materials and mental	comparing tens and ones
and the concept that a	Children have explored	find number bonds to 20.	distance, time and money	methods.	within given numbers
number can be partitioned	characteristics of	Children will also learn to	to compare quantities and		and amounts, as well as
into two or more parts.	everyday objects and	add by making ten first,	objects and to solve	Number: Fractions	ordering numbers.
They will also be	shapes and have used	reinforcing their	problems (ELG)		Finally, children will
introduced to	mathematical language	knowledge of number		Prior Learning (EYFS)	explore one more and
mathematical symbols	to describe them (ELG)	bonds. They will then	Children will use and	Children have solved	one less with numbers or
(add, subtract and equal		begin to explore	understand the language	problems, including	amounts to 100.
to). Children will explore in	Children will learn to	subtraction and for the first	of length (see key vocab).	doubling, halving and	
depth number bonds	recognise, name and	time, will be introduced to	They will learn that height	sharing (ELG)	Key Vocabulary (new
within ten. They will learn	sort 2D and 3D shapes	subtraction where they	is a type of length and will		<u>vocab in bold)</u>
to add and subtract, find a	according to their	have to cross ten, focusing	spend time comparing	Children will explore the	Group, efficient, count,
part, find the difference	properties, including	on the stategy of	lengths and using	concepts of a whole and a	hundred square,
and explore fact families.	type, size and colour.	partitioning to make ten.	appropriate vocabulary to	half, and will be	compare, less than,
They will also be exposed		Children will explore the	describe what they see.	introduced to the concept	greater than, equal to,
to the symbols < and > and	Key Vocabulary (new	different structures of	They will begin measuring	of a quarter for the first	largest, smallest, digit,
=.	vocab in bold)	subtraction – taking away,	things using non-standard	time.	most, bigger, biggest,
	Cube, cylinder, cuboid,	partitioning, difference.	units, before building on		larger, largest, smaller,

Key \	Vocabulary (new	pyramid, cone, sphere,	Finally, they will explore	this knowledge and	Key Vocabulary (new	smallest, least, one
		3D, triangles, squares,	addition and subtraction	applying it to measuring	vocab in bold)	more, one less
part,		rectangles, circles, 2D,	fact families for numbers	with a ruler and the	Half, whole, split, amount,	
equa		surface, shape, same	within 20 and will	concept of centimetres.	quarters, parts, equal,	Future Learning (Y2)
		and different, pattern,	recognise that addition and		unequal, quantity, how	Use place value and
		core of the pattern	subtraction are inverse	Key Vocabulary (new	many, share equally,	number facts to solve
comp	pare, largest, smallest,		operations.	vocab in bold)		problems.
ten f	frame, count on, take	Future Learning (Y2)	-	Long, longer, short,	Future Learning (Y2)	
away	y, how many left	Children will identify	Key Vocabulary (new	shorter, tall, taller, length,	Children will learn to	
Futu	ure Learning (Y2)	and describe the	vocab in bold)	describe, compare, height,	recognise, find, name and	Measurement: Time
Reca	all all number bonds to	properties of 2D shapes	First, then, now, number	equal to, measure, same,	write fractions 1/3, ¼,	
and v	within 10 and use	including the number of	bonds, <b>partition</b> ,	different, unit, straight line,	2/4, and ¾ or a length,	Prior Learning (EYFS)
these	se to reason with and	sides and line symmetry	calculation, subtract, take	ruler, centimetres,	shape, set of objects or	Children have used
calcu	ulate bonds to and	in a vertical line. They	away, add addition, ten	compare,	quantity.	everyday language to talk
withi	nin 20, recognising	will also identify and	frame, number line, <b>bar</b>			about size, weight,
othe	er associated additive	describe the properties	model, difference, greater	Future Learning (Y2)		capacity, position,
relati	tionships. They will	of 3D shapes, including	than, less than, equal to	Children will choose and		distance, time and
also i	recall and use addition	the number of edges,		use appropriate standard		money to compare
and s	subtraction facts to 20	vertices and faces.	Future Learning (Y2)	units to measure		quantities and objects
fluen	ntly, and derive and		Children will learn to add	length/height, mass,		and to solve problems
use r	related facts up to 100.		and subtract numbers	capacity to the nearest		(ELG)
			using concrete objects,	appropriate unit, using		
			pictorial representations,	rulers, scales, and		Children will use key
			and mentally, including two	measuring vessels.		vocabulary to describe,
			digit numbers.			sort and order events
						that might occur during a
				Measurement: Mass and		day. They will then move
				Volume		on to time relating to
						dates, exploring weeks,
				Prior Learning (EYFS)		months and years. After
				Uses everyday language to		that, children will be
				talk about size, weight,		introduced to telling the
				capacity, position,		time to the hour and half
				distance, time and money		hour using an analogue
				to compare quantities and		clock. They will explore
						the differences between

objects and to solve	seconds, minutes and
problems (ELG)	hours and how to
	measure time for various
Children will be introduced	activities. Finally,
to the concepts of	children will compare
weight/mass and	amounts of time.
capacity/volume for the	
first time. They will begin	Key Vocabulary (new
by using a variety of non-	vocab in bold)
standard units to measure	Morning, afternoon,
and will then move on to	evening, before, after,
comparing the mass or	first, next, days, months
volume/capacity. Children	year, today, yesterday,
will use appropriate	tomorrow, analogue,
language (see key vocab)	time, o'clock, hour hand,
and will then move onto	minute hand, hour, half
using the corresponding	hour, seconds, minutes,
inequality symbols.	hours, measure,
	compare, faster, slower,
Key Vocabulary (new	
vocab in bold)	Future Learning (Y2)
Heavy, light, heavier than,	Children will tell and
lighter than, scales,	write the time to five
balanced, weight, mass,	minutes, including
same as, capacity, volume,	quarter past/to the hour
full, nearly full, empty,	and draw the hands on a
nearly empty,	clock face to show these
	times.
Future Learning (Y2)	
Children will choose and	
use appropriate standard	Measurement: Money
units to measure	
length/height, mass,	Prior Learning (EYFS)
capacity to the nearest	Children have used
appropriate unit, using	everyday language to talk
	about size, weight,
	about size, weight,

	1		
		rulers, scales, and	capacity, position,
		measuring vessels.	distance, time and
			money to compare
			quantities and objects
			and to solve problems
			(ELG)
			Children will recognise
			and know the value of
			different denominations
			of coins. Children will
			use their knowledge of
			place value to match
			coins with equivalent
			values. They will also
			recognise and know the
			value of notes and will
			use their place value to
			see that one note can
			represent many coins.
			Finally, children will
			combine their knowledge
			of money with counting
			in 2s, 5s and 10s to count
			money more efficiently
			and compare amounts.
			and compare amounts.
			Key Vocabulary (new
			vocab in bold)
			Value, coin, note, pence,
			penny, p, £, amount, less
			than, greater than, equal
			to,
			Future Learning (Y2)

						Find different combinations of coins that equal the same amounts of money.
Science	Seasonal Changes	Everyday Materials	Animals & Humans	Animals & Humans Cont	Plants	Plants Cont
	Prior Learning (EYFS) Children have talked about the features of their own immediate environment and how environments might vary from one another. (ELG)	Prior Learning (EYFS) Children have explored similarities and differences in relation to places, objects, materials and living things (ELG)	Prior Learning (EYFS) Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Prior Learning (EYFS) Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Prior Learning (EYFS) Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Prior Learning (EYFS) Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)
	Skills Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and pattern seeking and record the data collected in tables. They will make drawings of their ideas. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the	Skills Children will use their senses and simple equipment (magnifying glasses, rulers etc). They will describe, compare, and contrast their environment and the objects in it based on their simple physical properties. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will describe their observations and	Skills Children can describe some of the features of an animal and use these to identify their type and name. Classify an animal from information and their features. They will conduct simple research enquiries record the data collected. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations. Knowledge Children can name types of animals (including	Skills Children will compare and contrast their environment and the animals in it. They will conduct simple enquiries and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations. Knowledge Children can name a variety of common animals	Skills Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest	Skills Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources.

effectiveness of the	observation. They will	fish, amphibians, reptiles,	reptiles, birds and	observation. They will	observations and suggest
observations.	begin to evaluate the	birds and mammals) and	mammals and say whether	begin to evaluate the	reasons for an
	effectiveness of the	name some animals in	they are carnivores,	effectiveness of the	observation. They will
Knowledge	observations.	each type.	herbivores, and omnivores.	observations.	begin to evaluate the
Children can name the		They will know the	They can say what are		effectiveness of the
seasons and put them in	<u>Knowledge</u>	structure and features of a	carnivores, herbivores, and	<u>Knowledge</u>	observations.
the correct order and	Children can name a	variety of common animals	omnivores. They can	Children can identify and	
name the 3 months in each	variety of everyday	(fish, amphibians, reptiles,	name, the basic parts of	name a variety of	<u>Knowledge</u>
season. They can say what	materials, including	birds and mammals,	the human body and say	common wild and garden	Children can identify and
the weather will be like	wood, plastic, glass,	including pets)	which part of the body is	plants, including	name a variety of
and how animals and	metal, water, and rock.	including petsy	associated with each	deciduous and evergreen	common wild and garden
plants behave in each	They will know what a	Key Vocabulary (new	sense, name the five	trees. They will list the	plants, including
season.	property of a material is	vocab in bold)	senses and name factors	conditions plants need to	deciduous and evergreen
They will name different	and say what an object	Fin, Flipper, Tail, Fur, Milk,	which affect taste.	grow, identify some plants	trees.
types of weather and know	is and the material it is	Classify, Features, Head,		that have bulbs, and some	Children will identify and
day length is longer in the	made from.	body, eyes, ears, mouth,	Key Vocabulary (new	that have seeds. They can	describe the basic
winter than the summer		teeth, leg, tail, wing, claw,	<u>vocab in bold)</u>	say another type of plant	structure of a variety of
and that different parts of	Key Vocabulary (new	fin, scales, feathers, fur,	Herbivore, carnivore,	that does not grow from	common flowering
the world have different	<u>vocab in bold)</u>	beak, <b>paws, hooves,</b> heart,	omnivore. Head, body,	seed or bulb.	plants, including trees.
daylight hours.	Transparent, Solid,		eyes, ears, mouth, teeth,		
They can say the seasons	Property, Stretchy,	Future Learning (Y2)	leg, tail, wing, claw, <b>fin,</b>	Key Vocabulary (new	<u>Key Vocabulary (new</u>
are opposite in different	Bouncy, Material,	Children will notice that	scales, feathers, fur, beak,	<u>vocab in bold)</u>	<u>vocab in bold)</u>
hemispheres and know	Elasticity, Plasticity,	animals, including humans,	paws, hooves, reptile,	Seed, <b>Bulb, Tuber,</b>	Seed, <b>Bulb, Tuber,</b>
that England is in the	Object, wood, plastic,	have offspring which grow	amphibian, Sense, Taste,	Germination, Growth,	Germination, Growth,
northern hemisphere.	glass, metal, water,	into adults. They will find	Smell, Touch, Sight,	Stem, Leaf, Flower, <b>Root<u>,</u></b>	Stem, Leaf, Flower, Root,
	rock, brick, paper,	out about and describe the	Hearing, Eyesight, Ear, Eye,	Wild, plants, garden,	Annual, Perennial,
Key Vocabulary (new	fabric, elastic, foil,	basic needs of animals,	Mass, Weight, Perception,	plants, <b>deciduous,</b>	deciduous and
<u>vocab in bold)</u>	card/cardboard, rubber,	including humans, for		evergreen, leaves, bud,	evergreen, Celsius,
Celsius, Temperature,	wool, clay, hard, soft,	survival (water, food and	Future Learning (Y2)	flowers, <b>blossom,</b> petals,	Temperature,
Thermometer, Season,	stiff, bendy, floppy,	air).	Children will describe the	trunk, branches, fruit,	Thermometer,
Change <b>, Rainfall,</b>	waterproof, absorbent,	Children will also describe	basic needs of animals,	vegetables,	
Centimetres, dormant,	breaks/tears, rough,	the importance for humans	including humans, for		Future Learning (Y2)
hemisphere, globe	smooth, shiny, dull, see	of exercise, eating the right	survival (water, food and	Future Learning (Y2)	Children will observe and
	through, not see	amounts of different types	air). They will understand	Children will describe how	describe how seeds and
Future Learning (Y2)	through.	of food, and hygiene.	that animals, including	plants need water, light	bulbs grow into mature
			humans, have offspring	and a suitable	plants.

	Children will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	<b>Future Learning (Y2)</b> Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. They will also describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and	They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	which grow into adults. Children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	temperature to grow and stay healthy, and describe the impact of changing these. They will also observe and describe how seeds and bulbs grow into mature plants	
llistere		stretching. Gunpowder Plot		Dinosaurs/Mary Anning		Toys
History		Prior Learning (EYFS) Know some similarities		Prior Learning (EYFS) Know some similarities and		Prior Learning (EYFS) Know some similarities
		and differences		differences between things		and differences between
		between things in the		in the past and now,		things in the past and
		past and now, drawing		drawing on their		now, drawing on their
		on their experiences		experiences and what has		experiences and what
		and what has been read		been read in class (ELG)		has been read in class
		in class (ELG)				(ELG)
				Knowledge		
		Knowledge		Children will understand in		Knowledge
		Children will know (in		basic terms the		Children will be able to
		simple terms) why the Gunpowder plot		significance that the discovery of coprolites had		recognise some toys
		happened. They will		on the economy of		from the past. They will make links between toys
		know that King James I		Shillington. They will know		(types of toys, materials
		was a protestant and		Shimington. They will know		they were made from,

		Guy Fawkes and his co- conspirators were catholic. Skills They will pace the Gunpowder Plot on a timeline and compare to other periods studied and sequence the main events of the Gunpowder Plot. With support, begin to ask simple questions about the past through the observation or handling of evidence/sources. Key Vocabulary (new vocab in bold) Religion, Catholic, protestant Future Learning (Yr2) Next year children will sequence the main		who Mary Anning was and why her work is important. Skills They will be able to place the life of Mary Anning on a timeline and compare to other periods studied and sequence the main events of Mary Anning's life. Key Vocabulary (new vocab in bold) Dinosaurs, coprolites, fossils, sequence, economy Future Learning (Yr2) Children will place the lives of Monarchs studied on a timeline and compare to each other and sequence the main events of (monarch)'s life.		who would have made them etc) and wealth (eg how rich or poor families would have been etc). <u>Skills</u> Children will begin to ask simple <u>questions</u> about the past through the observation or handling of evidence/sources. <u>Key Vocabulary (new vocab in bold)</u> Toys, Victorian <u>Future Learning (Yr 2)</u> Know that monarchs are wealthy and have a basic understanding of where their money comes from.
		Next year children will		(monarch)'s life.		
Geography	Map Skills Prior Learning (EYFS) In Early Years, children have talked about the features of their own immediate environment and how environments		Our School Prior Learning (EYFS) In Early Years, children have talked about the features of their own immediate environment and how environments		The Local Area and UK <u>Prior Learning (EYFS)</u> In Early Years, children have talked about the features of their own immediate environment and how environments	

# might vary from one another (ELG)

#### <u>Knowledge</u>

Children will know that a globe is a 3D model of the planet Earth and that Earth spins at an angle. They will begin to understand that all pieces of land and water on the Earth are slightly curved in real life, not flat. They will know that a map is a flattened version of a globe and understand scale on a simple level. They will learn that atlases are simply a collection of maps in a book form.

#### Skills

Children will use a compass rose symbol on a map to identify the 4 cardinal directions – N,S,E & W. They will learn to use a contents page to find a map they want and begin to explore what a key is.

# Key Vocabulary (new

vocab in bold) Globe, 3D model, planet, Earth, spins, angle/tilted, whole world, land, water, curved, flat, maps,

# might vary from one another (ELG)

#### **Knowledge**

Children will apply knowledge of cardinal directions and locational & directional language to describe the locations of features and routes on a map of the school. Skills Children will observe the school and its grounds and use simple methods to record some basic human and physical features. They will use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Compare firsthand observations with those from aerial photographs and plan perspectives. They will devise a simple map or plan including a key using basic symbols.

#### Key Vocabulary (new vocab in bold) Know, local area, our

school, ariel photograph, human, physical

# might vary from one another (ELG)

### <u>Knowledge</u>

Learn/know about the local area through the application of map skills, locational knowledge, its human and physical characteristics and geographic skills and fieldwork. Children will learn the 4 countries of the UK, 4 capital cities of the UK and the 5 seas/oceans surrounding the UK. They will understand how some places are linked to other places eg footpaths, roads, train lines etc.

## <u>Skills</u>

Children will be able to apply map and atlas skills to obtain knowledge about the local area and the UK.

#### Key Vocabulary (new

vocab in bold) Cardinal directions, Compass, North, south, east, west, near, far, left, right, England, Scotland, Wales, Northern Ireland

	flattened, scale, large scale, small scale, segments, shape, countries, oceans, compass rose symbol, cardinal directions, North, South, East, West, atlas, collection, contents page, key, symbols Future Learning (Y2) Begin to understand which way North is on a globe (and therefore East, South and West) and how it always points towards the North Pole.		Future Learning (Y2) Devise a simple map (possibly from first-hand observations) including a key using symbols that build upon previous year.		(Ireland), London, Edinburgh, Cardiff, Belfast, Atlantic Ocean, North Sea, Irish Sea, Celtic Sea, English Channel, capital city, country, United Kingdom, flag, Union Jack, location, feature, route, roads, train lines, footpaths, sea, ocean <u>Future Learning (Y2)</u> Children will compare and contrast two differing areas of the UK	
PE	Fundamentals Prior Learning (EYFS)	Dance Prior Learning (EYFS)	Gymnastics (including with large equipment)	Striking and Fielding Prior Learning (EYFS)	Athletics Prior Learning (EYFS)	Net and Wall Prior Learning (EYFS)
	Children have	Children have shown	Prior Learning (EYFS)	Children have shown good	Children have shown	Children have shown
	demonstrated strength,	good control and co-	Children have shown good	control and co-ordination	good control and co-	good control and co-
	balance and coordination	ordination in large and	control and co-ordination	in large and small	ordination in large and	ordination in large and
	when playing (ELG) They	small movements.	in large and small	movements. (ELG) They	small movements. (ELG)	small movements. (ELG)
	have moved energetically,	(ELG). They have sung	movements. (ELG) They	have also moved	They have also moved	They have also moved
	such as running, jumping,	songs, made music and	have also moved	confidently in a range of	confidently in a range of	confidently in a range of
	dancing, hopping, skipping,	dance and experimented with	confidently in a range of ways, safely negotiating	ways, safely negotiating space. (ELG)	ways, safely negotiating space. (ELG)	ways, safely negotiating space. (ELG
	and climbing (ELG). Knowledge	ways of changing them.	space. (ELG)	space. (ELG)	space. (ELG)	space. (ELG
	Children will learn that	(ELG).	Knowledge	Knowledge	Knowledge	Knowledge
		I LEUI.				
	ending your knees will help	(20).	Children will know that	Children understand that	Children will understand	Children will know to use
		Knowledge		Children understand that the harder they strike, the	Children will understand that if they swing their	
	ending your knees will help you to change direction and if you swing your arms		Children will know that	the harder they strike, the further the ball will travel		Children will know to use
	ending your knees will help you to change direction	Knowledge	Children will know that balances should be held for	the harder they strike, the	that if they swing their	Children will know to use the centre of the racket

landing on your feet helps	can create fast and slow	landing on the balls of their	quicker than running with	their feet helps them to	know that
you to balance and control.	actions to show an idea.	feet helps them to land	it. They will know to watch	land with control. They	throwing/hitting to their
	They will know that	with control and that if	the ball as it comes	will know that if they	partner with not too
<u>Skills</u>	there are different	they use a starting and	towards them and	bend their knees it will	much power will help
Children will explore	directions and pathways	finishing position, people	understand that tactics can	help them to jump further	them to return the ball.
changing direction and	within space.	will know when their	help them when playing	and that stepping forward	
dodging and move with		sequence has begun and	games.	with the opposite foot to	<u>Skills</u>
some control and balance.	<u>Skills</u>	when it has ended.		hand will help them to	Children will explore
Explore stability and	Children will learn how		<u>Skills</u>	throw further.	hitting a dropped ball
landing safely and	to copy, remember and	<u>Skills</u>	The children will explore		with a racket and
demonstrate control in	repeat actions to	Children will explore basic	striking a ball with their	<u>Skills</u>	throwing a ball over a net
take off and landing when	represent a theme and	shapes straight, tuck,	hand and equipment and	Children will explore	. They will send a ball
jumping.	create their own actions	straddle, pike and perform	develop tracking and	running at different	with hands and a racket
	in relation to a theme.	balances making thei body	retrieving a ball. They will	speeds and develop	and use the ready
<u>Key Vocabulary (new</u>	They will explore	tense, stretched and	explore technique when	balance whilst jumping	position to move towards
<u>vocab in bold)</u>	varying speeds to	curled. They will also	throwing over and	and landing. They will also	a ball.
Bend, direction, dodge,	represent an idea and	explore barrel, straight and	underarm and develop co-	explore hopping jumping	
fast, hop, jog, jump, land,	explore pathways	forward roll progressions	ordination and technique	and leaping for distance,	Key Vocabulary (new
ready position, skip,	within my performance.	and explore shape jumps	when catching.	as well as throwing for	<u>vocab in bold)</u>
challenge, swing	They wull perform on	including jumping off low		distance and accuracy.	Net, target, <b>racket</b> , track,
	their own and with	apparatus.	Key Vocabulary (new		underarm
Future Learning (Y2)	others to an audience.		<u>vocab in bold)</u>	Key Vocabulary (new	
Children will understand		Key Vocabulary (new	Batter, batting, bowl,	<u>vocab in bold)</u>	Future Learning (Y2)
the difference between fair	Key Vocabulary (new	<u>vocab in bold)</u>	bowler, fielder, fielding,	Balance, bend, control,	Children will explore
and unfair. They will also	<u>vocab in bold)</u>	Action, balance, control,	hit, out, underarm,	direction, further, hop,	underarm rallying with a
structure sequences of	Action, balance, beat,	direction, jump, level,	overarm, track	jog, jump, leap, overarm,	partner catching after
actions and skills in	copy, <b>counts</b> , direction,	point, roll, shape, speed,		quickly, safely <b>, target,</b>	one bounce.
different orders to improve	fast, level, <b>pathway,</b>	squeeze, star, straight,	Future Learning (Y2)	time, underarm	
performance.	pose, timing	travel, <b>tuck jump, straddle,</b>	Children will develop skills		Invasion Games
		pike, barrel roll, forward	such as running at different	Future Learning (Y2)	Prior Learning (EYFS)
Ball Skills	Future Learning (Y2)	roll	speeds, jumping and	Children will develop the	Children have shown
Prior Learning EYFS	Children will explore		throwing. They will also	sprinting action.	good control and co-
Children have also	working with a partner	Future Learning (Y2)	engage in performing skills		ordination in large and
negotiated space and	using unison, matching	Children will learn to work	and measuring	Fitness	small movements. (ELG)
obstacles safely, with	and mirroring.	safely with and around	performance, competing	Prior Learning (EYFS)	They have also moved
consideration for		others and whilst using			confidently in a range of

himself/herself and others	Yoga	apparatus. They will also	to improve on their own	Children have shown	ways, safely negotiating
(ELG).		develop skills of jumping,	score and against others.	good control and co-	space. (ELG)
	Prior Learning (EYFS)	rolling, balancing and		ordination in large and	
<u>Knowledge</u>	Children have shown	travelling.	Target Games	small movements. (ELG)	<u>Knowledge</u>
Children will learn to watch	good control and co-		Prior Learning (EYFS)	They have also moved	Children will know to
the ball as it comes	ordination in large and		Children have shown good	confidently in a range of	look at their partner
towards them and move	small movements. (ELG)		control and co-ordination	ways, safely negotiating	before sending the ball
their feet to get in the line	They have also moved		in large and small	space. (ELG)	and know that moving
with the ball. They'll learn	confidently in a range of		movements. (ELG) They		with a ball is called
that moving with a ball is	ways, safely negotiating		have also moved	Knowledge	dribbling. They will
called dribbling and you	space. (ELG)		confidently in a range of	Children will understand	understand that being in
can dribble with your			ways, safely negotiating	that exercise helps them	a good space helps us to
hands and with your feet.	Knowledge		space. (ELG)	to become stronger, and	pass the ball.
	Children will learn that			that when they move for	
<u>Skills</u>	if they focus on		<u>Knowledge</u>	a long time it can make	<u>Skills</u>
Children will learn to roll	something still it will		Children will know which	them feel hot and they	Children will explore
and throw with some	help them to balance		type of throw to use for	breathe faster.	sending, receiving and
accuracy towards a target	and know that yoga		distance and accuracy and	<u>Skills</u>	dribbling with hands and
and begin to catch with	helps to improve		know that their body	Children will learn to	feet to a partner. They
two hands, also after a	flexibility which we		position will affect the	change direction whilst	will recognise good space
bounce. They will track a	need in everyday tasks.		accuracy of their throw.	running and explore	when playing games and
ball being sent directly and			They will know that tactics	balancing in more	explore changing
explore dribbling with	<u>Skills</u>		can help them when	challenging activities.	direction to move away
hands and feet.	Children will perform		playing games and that	They will explore co-	from a partner.
	balances and poses		rules help us to play fairly.	ordination when using	
Key Vocabulary (new	making their body			equipment and running at	Key Vocabulary (new
vocab in bold)	tense, stretched and		<u>Skills</u>	different speeds.	vocab in bold)
Catch, control, <b>dribble</b> , roll,	curled. They will explore		Children will explore		Attacker, defender,
safely, score, space, soft,	poses and movements		technique when throwing	Key Vocabulary (new	dodge, goal, marking,
swing, target, track,	that challenge their		overarm and underarm	vocab in bold)	points, space
underarm	flexibility and explore		towards a target.	Active, bones, brain,	
	strength whilst		Kau Maaabulamu (nau	breathing, calm, exercise,	Future Learning (year 2)
Future Learning (year 2)	transitioning from one		Key Vocabulary (new	fast, healthy, heart,	Children will explore
Children will know to keep	pose to another.		vocab in bold)	muscles, mood	staying close to other
my head up when dribbling	Key Meashylemy (news		Distance, further, overarm,		players to try and stop
to see space/opponents.	<u>Key Vocabulary (new</u>		underarm, point, swing	Future Learning (year 2)	them getting the ball.

		vocab in bold)			Children will show an	
		Balance, breath, copy,		Future Learning (year 2)	ability to work for longer	
		feel, focus, listen, <b>pose</b> ,		Children will develop	periods of time.	
		slowly, stretch, <b>yoga</b>		striking a ball with		
		flow		equipment with some		
				consistency.		
		Future Learning (year		consistency.		
		<u>2)</u>				
		<u>Children will show</u>				
		increased awareness of				
		extension in poses and				
		demonstrate increased				
		control in performing				
		poses.				
		poses.				
Computing	Programmable robots -		E Safety	Using laptops	Coding	Creating Digital Content
computing	Coding		E Salety	Using laptops	Coung	Creating Digital Content
	Coung		Prior Learning EYFS	Prior Learning EYFS		Prior Learning EYFS
	Prior Learning EYFS		Children have learnt that a	Children have learnt that a	Prior Learning EYFS Children have learnt that	Children have learnt that
	Children have learnt that a					
			range of technology is used	range of technology is used	a range of technology is	a range of technology is
	range of technology is used		in places such as homes	in places such as homes	used in places such as	used in places such as
	in places such as homes		and schools (ELG)	and schools (ELG)	homes and schools (ELG)	homes and schools (ELG)
	and schools (ELG)		The have also learnt how	The have also learnt how	The have also learnt how	The have also learnt how
	The have also learnt how		to Select and use	to Select and use	to Select and use	to Select and use
	to Select and use		technology for particular	technology for particular	technology for particular	technology for particular
	technology for particular		purposes (ELG).	purposes (ELG).	purposes (ELG).	purposes (ELG).
	purposes (ELG).					
			<u>Knowledge</u>	Knowledge	Knowledge	Knowledge
	Knowledge		Children will know what it	Children will know how to	Children will know what	Children will know how
	Children will know what an		means to be 'safe' when	log onto a laptop. They	an algorithm is and will	to use 'Word' to create a
	algorithm is and will		using the internet and will	will know how to operate	explore the concepts of	purposeful document.
	explore the concepts of		understand the	the keyboard and	coding through apps such	Children will know how
	coding through apps such		consequences and	mousepad, and how to	as Tynker and Scratch Jnr.	to use 'Paint' to create
	as Tynker and Scratch Jnr.		potential outcomes of not	open programs such as		digital media.
			adhering to internet safety	'Paint' and 'Word'.	<u>Skills</u>	
	<u>Skills</u>		rules.		Children will be able to	<u>Skills</u>

		Γ		
Children will be able to		<u>Skills</u>	create simple algorithms	Children will be able to
create simple algorithms to	<u>Skills</u>	Find the buttons they need	to meet a set goal, and	type on a keyboard
meet a set goal, and will be	Children will be able to	on a keyboard	will be able to anticipate	including the use of
able to anticipate which	take part in conversations	Know capital/lowercase	which instructions they	symbols, save files, edit
instructions they will need	about internet safety and	letter correspondence	will need to give to	and format text and also
to give to succeed.	will be able to use	Be able to input a	succeed.	format font.
	appropriate vocabulary to	username and password in		
Key Vocabulary (new	explain their knowledge.	order to 'log on'	Key Vocabulary (new	Key Vocabulary (new
<u>vocab in bold)</u>		Be able to move cursor	<u>vocab in bold)</u>	<u>vocab in bold)</u>
Algorithm, instruction,	Key Vocabulary (new	around the screen with a	Algorithm, instruction,	Keyboard, type, key,
program, actor, costume,	<u>vocab in bold)</u>	mousepad	program, actor, costume,	shift, space bar, enter,
code,	Name, date, owner, text,	Explore 'left click' (and	code,	<b>return, symbol,</b> folder,
	paint, <b>portrait, toolbar,</b>	'right click') on the mouse		save, <b>backspace</b> , delete,
Future Learning (year 2)	copyright, save, folder,	pad	Future Learning (year 2)	arrow, enter, <b>undo, redo</b> ,
Children will create simple	search, type, safe, filter,	Be able to 'drag'	Children will create simple	select, <b>format, bold,</b>
programs. They will learn	google, <b>search engine</b> ,	something across the	programs. They will learn	italics, underline, font,
how to debug such	image, keyboard, meet,	screen (through	how to debug such	size, colour
programs by using	accept, reliable, tell,	simultaneous left click and	programs by using	
reasoning to predict the	trusted, adult, information,	mousepad use)	reasoning to predict the	Future Learning (year 2)
actions instructed by the	personal, key, question,	Be able to 'double click' on	actions instructed by the	Children will use
code.	share, stranger, danger,	a program to open it.	code.	technology purposefully
	email, internet, subject,			to create digital content,
	address, communicate,	Key Vocabulary (new		comparing the benefits
	sender, online, digital,	<u>vocab in bold)</u>		of different programs.
	SMART, accept,	Mousepad, left click, (right		They will also recognise
		click), drag, open, close,		common uses of
	Future Learning (year 2)	keyboard, capital letter,		information technology
	Children will learn to use	lowercase letter,		beyond school.
	technology safely and keep	username, password,		
	personal information	buttons, program, log on,		
	private	enter, spacebar		
	-			
		Future Learning (year 2)		
		Children will use		
		technology purposefully to		
		create digital content,		

			comparing the benefits of		
			different programs. They		
			will also recognise		
			common uses of		
			information technology		
			beyond school.Network -		
			skills		
Art	Still Life (drawing and	Surrealism/Abstract		Modern/Pop Art	
	<u>painting)</u>	<u>(Sculpture/3D)</u>		<u>(Printing/Collage)</u>	
	Prior Learning (EYFS)	Prior Learning (EYFS)		Prior Learning (EYFS)	
	Children have safely used	Children have safely used		Children have safely used	
	and explored a variety of	and explored a variety of		and explored a variety of	
	materials, tools and	materials, tools and		materials, tools and	
	techniques, experimenting	techniques, experimenting		techniques,	
	with colour, design,	with colour, design,		experimenting with	
	texture, form and function.	texture, form and function.		colour, design, texture,	
	(ELG). They have also	(ELG). They have also		form and function. (ELG).	
	learned to represent their	learned to represent their		They have also learned to	
	own ideas, thoughts and	own ideas, thoughts and		represent their own ideas,	
	feelings through design	feelings through design		thoughts and feelings	
	and technology, art, music,	and technology, art, music,		through design and	
	dance, role-play and	dance, role-play and		technology, art, music,	
	stories. (ELG)	stories. (ELG)		dance, role-play and	
				stories. (ELG)	
	<u>Knowledge</u>	<u>Knowledge</u>			
	Children will know facts	Children will know facts		<u>Knowledge</u>	
	about an artist (Picasso)	about an artist and will be		Children will know facts	
	and what 'still life' means.	able to compare artist and		about an artist and will be	
	They will know how to look	their work with what they		able to compare artist and	
	at a painting to search for	learnt last term. They will		their work with what they	
	use of line and shape and	know what surrealism and		learnt in previous terms.	
	will be able to use this	abstract mean and will		They will know what	
	knowledge to create a still	continue to explore the 7		Modern Art and Pop Art	
	life piece of their own.	elements of art		are and will continue to	
	They will begin to know	(particularly shape and		explore the 7 elements of	

about the 7 elements of art and how they can be used in their own work.

#### <u>Skills</u>

Children will learn to mix paint to create lighter and darker shades of different colours. They will learn to look for shapes in a painting and will learn the skills of how to really 'look' at a painting. Children will learn to discuss their likes and dislikes about what they see in the painting and form opinions. They will learn the basic skills of pencil and brush work and explore the 7 elements of art.

## Key Vocabulary (new vocab in bold) Artist, (insert name of artists) painting/drawing/sculpture etc, Similarity, difference, (insert time-related vocabulary), fact, artist, painting/sculpture etc, tools, (insert types of tools you intend to use – eg pencil, chalk, charcoal etc), line, bold/thick, thin, wavy, straight, broken,

form). They will know what a sculpture is and how sculptures are made in different ways.

### <u>Skills</u>

Children will begin to learn to manipulate malleable materials in a variety of ways and the effect such manipulation can have. They will also begin to experiment with, construct and join recycled, natural and man-made materials to produce an abstract/surrealist effect. Children will also use their pencil skills and knowledge of some elements of art to plan and design a sculpture.

# Key Vocabulary (new

vocab in bold) Knead, roll, shape, sculpture, clay, playdough, construct, recycled, natural, man-made, abstract, surrealism, Artist, (insert name of artists) painting/drawing/sculpture etc, Similarity, difference, (insert time-related vocabulary), fact, artist, painting/sculpture etc, art through the mediums of printing and collage.

#### <u>Skills</u>

Children will explore making marks in print with a variety of objects, including natural and man-made. They will learn how to make rubbings and will build a repeating pattern. They will also learn to recognise pattern in the environment. Children will explore collage through folding, crumpling, tearing and overlapping different media to achieve the desired effect.

# Key Vocabulary (new vocab in bold)

Print, man-made, natural, rubbing, pattern, repeating pattern, fold, crumple, tear, overlap, paper, paint, pencil, pop art, modern art, element, shape, colour, line, space,

#### Future Learning

Children will use a variety of techniques such as carbon printing, relief,

	zigzag, spiral, pencil-grip, pressure, texture/physical texture, smooth, rough, crinkly, bumpy, shiny, soft, hard, describe, name, match, rubbing, represent, pencil grip, pressure, value, light, dark, shading, back and forth shading, shape, geometric shape, recognize, space, size, smaller/far away, larger/closer, position, background, middleground, foreground, element, brush, dab, smooth, wash, sponge, stipple, stroe, lines, blobs, dots, dashes, thin, primary colours, tints, shades, <u>Future Learning</u> Children will experiment with tones using pencils, chalk or charcoal. They will represent things observed, remembered or imagined using colour/tools in two and three dimensions		plan, design, colour, <u>Future Learning</u> Children will continue to experiment with construction and 3D form using a variety of materials and will display more confidence with their use of shape and form.		press and fabric printing and rubbings. They will be able to make textured collages from a variety of media and by folding, crumpling and tearing materials.	
DT		Food and Nutrition Prior Learning (EYFS) Children will have learnt the importance for		Materials, Structures and Mechanisms (slides) <u>Prior Learning (EYFS)</u>		Textiles (Coasters and Placemats) <u>Prior Learning (EYFS)</u>

good health, of physical	Children will have used	Children will have used
exercise and a healthy	what they have learnt	what they have learnt
diet, and will have	about media and materials	about media and
talked about ways to	in original ways, thinking	materials in original
keep healthy and safe.	about uses and purposes.	ways, thinking about
(ELG) They will have	(ELG)	uses and purposes. (ELG)
also represented their	They will have safely used	They will have safely
own ideas, thoughts	and explored a variety of	used and explored a
and feelings through	materials, tools and	variety of materials, tools
design and technology.	techniques, experimenting	and techniques,
design and technology.		
Cl-ille	with colour, design,	experimenting with
Skills Children will learn to	texture, form and function.	colour, design, texture, form and function. (ELG)
describe textures of a	(ELG) Children will have	Children will have also
	also represented their own	
variety of vegetables	ideas, thoughts and	represented their own
that they taste and will	feelings through design	ideas, thoughts and
also be able to describe	and technology.	feelings through design
differences between		and technology.
some food groups	Skills	
(eatwell plate). They	Children will begin to learn	Skills
will learn how to cut,	how to use a ruler to	Children will explore
peel safely. Children	measure. They will also	their ideas and will use
will also learn how to	begin to learn how to use a	pictures and words to
design a dish and will	pair of scissors safely and	design a placemat and
prepare it safely, using	effectively. They will	coaster for the dining
safe methods.	explore different ways that	table. Children will begin
	materials can be joined	to learn how to use a
Knowledge	and how to use a slide for	ruler to measure. They
Children will know that	certain effects. They will	will also begin to learn
some food comes from	be taught to think about if	how to use a pair of
plants and others from	something has worked	scissors safely and
animals. They will know	well, and when something	effectively. They will
the importance of good	could be better. This will	explore different ways
hygiene habits when	allow them to	that fabrics can be
working with food.	appropriately evaluate	joined, including using a
They will also know the	their work and make	needle and thread and

		11.00
value of each food	suggestions for	different types of
group from the eatwell	improvement.	stitches. Children will be
plate and will begin to		taught to think about if
explore which group	<u>Knowledge</u>	something has worked
different ingredients	Children will know the	well, and when
they use belong to.	names of different	something could be
Children will know how	materials and will	better. This will allow
to design, prepare,	understand the differences	them to appropriately
make, present and	they find in their	evaluate their work and
evaluate a dish	properties. They will also	make suggestions for the
(crudites)	know ways to make some	best way forward and for
	materials stronger.	improvement.
Key Vocabulary (new	Children will know what a	
vocab in bold)	slide mechanism is and	Knowledge
Texture: chewy, soft,	how they can use this to	Children will know the
creamy, crunchy,	make a moving picture.	properties of different
crumbly, juicy, fluffy,		fabrics and the
Taste: sweet, <b>fresh</b> ,	<u>Key Vocabulary (new</u>	differences between
sharp, bitter,	<u>vocab in bold)</u>	them. They will know
Method: Cut <b>, peel</b> ,	Mechanism, slide, moving	how to sew a pattern
chop, measure, wash,	picture, cut, measure,	using a needle and
Equipment:, knife,		thread and will
chopping board, spoon,	Future Learning (Y2)	understand how to use
peeler, apron, plate	Children will choose	running stitch and cross
Crudites, design, make,	appropriate tools,	stitch. They will know
prepare, present,	equipment, techniques	how to use their designs
evaluate,	and materials from a wide	to recreate their ideas in
	range. They will safely	fabric and will know the
Future Learning (Y2)	measure, mark out, cut	correct way to use
Children will learn to	and shape materials and	scissors and needles to
understand the need	components using a range	help them complete their
for a variety of food in a	of tools and will explore	project.
diet. They will learn	and use mechanisms such	
that all food has to be	as levers, sliders, wheels	Key Vocabulary (new
farmed, grown or	and axles in his/her	vocab in bold)
caught and will use a	products.	Fabric, needle, yarn,

	wider range of cookery techniques to prepare food safely.			running stitch, cross stitch placemat, coaster, design, measure, cut, scissors, ruler, evaluate, Future Learning (Y2) Children will design purposeful, functional, appealing products for themselves and other users based on design criteria. They will safely measure, mark out, cut
				and shape materials and components using a range of tools
Music	Christmas Performance	In the Groove!	Your imagination	
	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)	
	Children will have	Children will have explored	Children will have	
	performed songs,	singing songs, making	explored singing songs,	
	rhymes, poems, and	music and dance and	making music and danc	
	story, showing some	experimenting with ways	and experimenting with	
	awareness of pitch and	of changing them. (ELG)	ways of changing them.	
	melody, with others in a		(ELG)	
	Christmas production	<u>Skills</u>		
	and have	Children will listen to and	Knowledge	
	moved/danced in time	appraise a range of music	Children will explain ho	
	with music. (ELG). They	and express how it makes	they feel about the son	gs,
	will have explored and	them feel.	using increasingly	
	engaged in using simple	Children will increasingly	complex emotional	
	instruments to make	use the correct	literacy and may link	
	music to perform in a	terminology to describe	these feelings to person	al
	group (ELG).	the songs. Children will be	experiences.	
		able to find the pulse,	Children will increasing	У
	Knowledge	listen to and copy back a	use the correct	
		rhythm using clapping and	terminology to describe	

Children will know the	voice, showing some	the songs. Children will be	
importance of good	awareness of pitch. They	able to find the pulse,	
posture when singing	will perform a song and	listen to and copy back a	
and why following a	play instrumental parts	rhythm using clapping	
conductor helps to sing	g within the song. They will	and voice, showing some	
musically and in uniso	improvise using their	awareness of pitch.	
They will understand	voices and instruments.	Children will learn to	
that projecting a voice		recognise different	
is not shouting.	Knowledge	instruments from their	
They will know a	Children will know that	sounds and recall some of	
performance is sharing	music can be arranged in	their names.	
music with other	different styles, which have		
people called an	different musical features.	Skills	
audience.	They will know what the	They will know what the	
	songs heard are about.	songs are about. Children	
Skills	Children will know that	will know that music is	
Children will listen to	music has a steady pulse	made of different	
music with sustained	and that we can create	dimensions and can name	
concentration and	rhythms from words,	some of them. They will	
discuss their feelings	names etc. They will know	know the words to a song	
and emotions linked to	the words to a song from	from memory and learn	
the different pieces of	memory and learn the	the names and sounds of	
music.	names and sounds of	different instruments	
Children will find the	different instruments	(string, wind, brass and	
pulse of the music. The	y (percussion).	percussion). Children will	
will sing songs musical	У	know the importance of	
and begin to apply the	r Key Vocabulary (new	warming up their voices	
understanding of	vocab in bold)	and using good posture	
tempo, dynamics,	Pulse, rhythm, pitch,	when singing.	
rhythm, pitch when	rhyme, dynamics, tempo,		
performing. They will	melody, project, conductor,	Key Vocabulary (new	
begin to show how to	improvise Blues, Baroque,	vocab in bold)	
warm up their voice ar		Pulse, rhythm, pitch,	
demonstrate good	Funk	dynamics, tempo, melody	
postures when singing		project, composer,	

	They will learn the words of songs to sing in unison and begin to follow the guidance of a conductor. They will begin to show awareness of others, including the audience when singing and learn how to project their voices.Vocabulary Pulse, rhythm, pitch, rhyme, dynamics, tempo, melody, project, conductor, raps and chants.Future Learning (Y2) Children will sing a song in two parts with increasing expression and play instruments using the correct	Children will begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. They will use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.		
	using the correct techniques with respect.			
		RE Currently under rev	iew	
RE	Christians		Jews/Christians	Muslims/Christians/Jews
	Prior Learning (EYFS) Children have learnt about the similarities and differences		Prior Learning (EYFS) Children have learnt about the similarities and differences between	Prior Learning (EYFS) Children have learnt about the similarities and differences between
	between themselves		themselves and others,	themselves and others,

and others, and among	
families, communities	
and traditions (ELG)	
Knowledge	
Children will know what	
Christians believe God is	
like. They will also	
know why Christmas	
matter to Christians and	
how and why we	
celebrate special times.	
celebrate special times.	
Skills	
The children will learn	
to show respect for	
other faiths and	
religions. They will also	
learn to take turns	
when talking, how to	
listen well and to	
respect other people's	
opinions.	
Key Vocabulary (new	
<u>vocab in bold)</u>	
Christian, God, church,	
pray, believe/belief,	
forgive, kind, Christ,	
Christmas, loving,	
parable, father,	
worship, nativity, Mary,	
angels, manger, wise	
men, shepherds, stable,	
Bethlehem,	

and among families, communities and traditions (ELG)

### <u>Knowledge</u>

Children will know who a Jew is, what they believe and how they live. They will also learn why Easter matter to Christians.

### <u>Skills</u>

The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.

# Key Vocabulary (new vocab in bold)

Jew, Judaism, synagogue, rabbi, mezuzah, kosher, Star of David, kippah, Torah, Shabbat, Hanukkah, menorah, Ark, scroll, hebrew

#### Future Learning (Year 2)

Children will learn how we care for others and the Earth, and why it matters. and among families, communities and traditions (ELG)

### Knowledge

Children will know who a Muslim is, what they believe and how they live. They will know what makes some places significant as well as what makes some places sacred to believers.

## <u>Skills</u>

The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.

# Key Vocabulary (new vocab in bold)

Muslim, Islam, Allah, Iman, mosque, crescent moon, star, Arabic, Qur'an, Shahadah, the five pillars,

**Future Learning (Year 2)** Children will learn who is an inspiring person and what stories inspire

		Future Learning (Year				Christians, Muslims and
		<u>2)</u>				Jews. They will also learn
		Children will learn how				what the 'good news' is
		and why Christians				that Christians believe
		celebrate significant				Jesus brings.
		times. They will				_
		understand what makes				
		some celebrations				
		sacred to believers and				
		will explore what can be				
		learned from sacred				
		books and stories.				
PSHE	Me and My Relationships	Rights and Respect	Valuing Difference	Keeping Myself Safe	Growing and Changing	Being my Best
	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)	Prior Learning (EYFS)
	Children have learnt to	Children will have used	Children will have learnt	Children will have learnt	Children will have made	Children will have learnt
	show sensitivity to others'	everyday language to	that other children don't	the importance for good	observations of animals	the importance for good
	needs and feelings, and	talk about size, weigh,	always enjoy the same	health, of physical exercise	and plants and explain	health, of physical
	form positive relationships	capacity, position, time	things, and are sensitive to	and a healthy diet, and talk	why some things occur,	exercise and a healthy
	with adults and other	and money to compare	this. (ELG) They will also	about ways to keep	and talk about changes.	diet, and talk about ways
	children. (ELG)	quantities and objects	have learnt about	healthy and safe. (ELG)	(ELG)	to keep healthy and safe.
		and to solve problems.	similarities and differences			(ELG)
	<u>Knowledge</u>	(ELG) They will also	between themselves and	<u>Knowledge</u>	<u>Knowledge</u>	
	Children will know about	have learnt to manage	others, and among	Children will know some	Children will know some	<u>Knowledge</u>
	why rules in the classroom	their own basic hygiene	families, communities and	ways to keep themselves	simple bodily processes	Children will know the
	are important and how	and personal needs	traditions. (ELG)	fit and healthy, including	associated with	importance of fruit and
	they can help them to	successfully. (ELG)		why sleep is so important.	themselves. They will	vegetables in their daily
	maintain good		<u>Knowledge</u>	They will know some	know some ways to meet	diet and that eating at
	relationships with their	Knowledge	Children will know that	physical feelings and	the basic needs of a baby	least five portions a day
	peers and adults. They will	Children will know that	there are ways in which	emotions associated with	and will be able to	helps to maintain health.
	also begin to understand	good basic personal	they are similar and	feeling unsafe and will	identify things they could	They will know how
	what feelings and	hygiene is important to	different to others. They	know who could help them	do as a baby, a toddler	diseases can spread and
	emotions are and how	stay healthy. They will	will know that these	when they feel this way.	and now and people that	will recognise and use
	such things can make our	know some ways to	similarities and differences	Children will know some	helped them at those	simple strategies for
	bodies feel. They will know	help look after our	should be respected.	feelings associated with	different stages. Children	preventing the spread of
	who they can turn to for	school environment as	Children will know what	different types of loss.	will understand the	diseases. Children will

help with difficult enorms and will egain to explore how to recognise difference begin to explore how to recognise differences between bain and property. They will differences between bain and property. They will used framewills as some basis first ad. what to do and who they as some basis first ad. what to do and who they can go to for heip in the situations. Children will learn how to feelings and how to feelings and how to feelings and how to to towash their hands to learn tees is and how were feelings and how to to wash teir how to basis first ad. what to do and who they situations. Children will learn how to demonstrate such differences between a some basis first ad. what to do and who they is sustiscins. Children will learn how to demonstrate such differences between appropriate touch and proprixt. Her will know what ti feels like to who to brush their tolerant.Skills situations. Children will demonstrate such and who they can go to for heip in the situations. Children will be able to deas clean as well as interact with or to keep their bodies clean as well as interacting with or to brush their such their y will be able to discuss what different private.Skills Finally, indiferent will be able to discuss what different they wall so be able to discuss what different private.Skills Skills Children will be able to discuss what different they walls able to demonstrate tolerance, resourct and understand that.Skills Skills Children will be able to discuss the inportance private.Skills Skills Children will be able to discuss the inportance private.Skills Children will be able to discuss the inportance private.Skills Children will be able to discuss the inportance private.<						
how to recognise different feelings and emotions in others.and property. They will begin to explore the value of money as well as some basic first aid. as some basic first aid. to demonstrate attentive appropriate and interact with others in a way that is thoughtful and to learn how to keep their how to brack their hands properly. They will basic to wash their hands to learn how to keep their how to brack their happy, sad, worried, angry, use in this country and happy, sad, worried, angry, words to describe feelings. They will be able to discuss the different privac relating to iterant and property. They will kon to prosting their will begin to iterant and their privac relating to certain privac relating	help with difficult emotions	well as how to show	tolerance is. They will	They will understand that	differences between a	recognise that learning a
feelings and emotions in others.begin to explore the value of money as well as some bacic first aid some bacic first aid some bacic first aid some bacic first aid mony feelings and how to feelings and how to feelings and how to feelings and how to feelings and how to interact with others in a way that is thoughtful and to iterant, with others in a way that is thoughtful and bodies clean swell as how to brush their techt. They will aboat swell as how to brush their techt. They will be able to identify the different to identify the different their relative value.unkind, teasing and wulkin to dand who they can go to for help in these to wash their teas is and how we can demonstrate such to identify the different to identify the different their relative value.unkind, teasing and wulkin to add who they can go to for help in these to identify the different to identify the different their relative value.unkind, teasing and wulking and will to add to identify the different they can sto safe on the to identify the different their relative value.unkind, teasing and wulking and will be able to identify some of they can sto safe on their value on the to identify the different they relative value.unkind, teasing and wulking and will to add to demonstrate attentive approxite touch and to identify their relative value.unkind, teasing and wulking and will be able to identify some of they can sta safe on their value some of the words to identify some of their relative value.unkind, teasing and wulking and will be able to respect and understanding.when the identify to demonstrate they	and will begin to explore	respect towards people		medicines can sometimes		new skill requires
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able to identify some of the ways that good friends care for each other.clean, wash, brush, toothpaste, toothbrush, soap, shampoo, hygiene, first aid,Future Learning (Y2) Children will identify people who are special and explain some of the ways those people are special.medicine is for and how to keep safe around it. They will also be able to discuss the differences between appropriate and inappropriate touch.needs, eye contact, cuddling, washing, changing, feeding, toddler, then, now, secret, surprise, penis, vulva,skills and will be able to give and receive positive feedback.Future Learning (Y2) Children will make suggestions for improving the schoolChildren will also recognise and explain how a person's behaviour can affect otherMedicine is for and how to keep safe around it. They will also be able to discuss the differences between appropriate and inappropriate touch.needs, eye contact, cuddling, washing, changing, feeding, toddler, then, now, secret, surprise, penis, vulva,skills and will be able to give and receive positive feedback.Future Learning (Y2) Children will also recognise and explain how a person's behaviour can affect otherThey will also recognise and explain how a person's behaviour can affect otherKey Vocabulary (new vocab in bold)Notelli dentify protein, milk, cheese, yoghurt, dairy, fruit,	difference between teasing	pence, coin, note,	fairness, unfair, similar,	emotions. They will be	stomach, intestines, brain,	Children will be able to
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care for each other.soap, shampoo, hygiene, first aid,Children will identify people who are special and explain some of the ways those people are special.will also be able to discuss the differences between appropriate and inappropriate touch.changing, feeding, toddler, then, now, secret, surprise, penis, vulva,feedback.Future Learning (Y2) Children will make suggestions for improving the schoolChildren will identify people are special. They will also recognise and explain how a person's behaviour can affect otherwill also be able to discuss the differences between appropriate and inappropriate touch.changing, feeding, toddler, then, now, secret, surprise, penis, vulva,feedback.Key Vocabulary (new vocab in bold)They will also recognise and explain how a person's behaviour can affect otherKey Vocabulary (new vocab in bold)meat, fish, beans, nuts, protein, milk, cheese, yoghurt, dairy, fruit,	able to identify some of	clean, wash, brush,		medicine is for and how to	needs, eye contact,	skills and will be able to
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Children will make suggestions for improving the schoolThey will also recognise and explain how a person's behaviour can affect otherFuture Learning (Y2) Children will identifymeat, fish, beans, nuts, protein, milk, cheese, yoghurt, dairy, fruit,			explain some of the ways	appropriate and	surprise, penis, vulva,	Key Vocabulary (new
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improving the school behaviour can affect other vocab in bold) different stages of growth yoghurt, dairy, fruit,		Children will make	They will also recognise		Future Learning (Y2)	meat, fish, beans, nuts,
		suggestions for	and explain how a person's	Key Vocabulary (new	Children will identify	protein, milk, cheese,
environment and people. (eg baby, toddler, child, vegetable, five a day,		improving the school	behaviour can affect other	<u>vocab in bold)</u>	different stages of growth	yoghurt, dairy, fruit,
		environment and	people.		(eg baby, toddler, child,	vegetable, five a day,

will also understand that people have choices about what they do with their money.	medicine, responsibility, internet safety, feelings, sleep, healthy, loss, emotions, fit	capable of at these different stages. They will	germs, learning, skill, resilience,
they do with their			
money.		also identify which parts of the human body are	determination, challenge, practice, kind,
	<b>Future Learning (Y2)</b> Children will identify how inappropriate touch can make someone feel. They will learn about situations in which one would feel safe or unsafe, and also suggest actions for dealing with unsafe situations including who they could ask for help.	private.	unkind, helpful, unhelpful, promise, behaviour, <u>Future Learning (Y2)</u> Children will learn how germs can be spread. They will understand that the body gets energy from food, water and oxygen. They will also recognise that exercise and sleep are important to health.